

School Improvement Priorities 2024-2025 overview

Priority 1	Priority 2	Priority 3	Priority 4
QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT
<p>Prioritise improving communication and language outcomes for all children and specifically the most disadvantaged children, through our universal, targeted and specialist offer and through high quality interactions through all areas of learning & specifically early reading & maths.</p> <p>Assessment - Further refine assessment process and documentation so children not on track are identified early and supported and reduce the amount of observational documentation.</p> <p>Introduce Froebel Partnership evaluation tool. Reflection with guidance – A Froebelian Tool for developing practice & transformation (new)</p> <p>Understanding of the world – Use of ICT (electronic outside cameras+ digital microscopes) to develop close observational skills in relation to natural world at nursery (Nature Park project from June 2024) (new)</p>	<p>Extending children's strategies to manage their emotions and support self-regulation through physical & sensory play (new)</p> <p>Healthy environments indoor & outdoors - Increase access to nature play/forest school to support physical and emotional health. Introduce collection of plants indoors to improve air quality and emotional health (new)</p> <p>Further develop reflection on learning with children (new)</p> <p>Improving whole school attendance. Ambition for overall attendance to sit at 85% or above. Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by all staff, pupils and families (DFE improving school attendance)</p>	<p>Healthy lifestyles - Build on the LA Health for Life Award 2022/Nature Park project from June 2024 to extend annual cycle of growing and cooking.</p> <p>Build on our commitment UNICEF Rights Respecting Schools by ensuring that the Rights of the child are woven through our policies and are evolving in our everyday practice including consultation and reflection on learning with children. Achieve an external accreditation (visit and assessment) with UNICEF RRS.</p>	<p>Inclusion - Continue to support knowledge, practice & leadership in SEND in Federation to meet cohort of children's needs as complexity of need increases.</p> <p>Growing leadership and practitioner skills Further support leaders/practitioners new to role to develop effectiveness (DSLs, SEND team, Leaders/Teachers / practitioners) through robust induction, supervision and on-going internal and external professional development and support.</p> <p>Sustainability planning Environmental, financial and human resourcing. Ofsted registration changes to include Under 2s. Feasibility study to increase building capacity for full-time children.</p>